ERIC Document Resume	See Instruction Sheet	DATE OF RESUME	DATE RECEIVED

A. PUBLICATION DATA

1. ERIC NUMBER	2. ORIGINATOR CONTROL NO(S).	3. IDENTIFICATION NO.
ED001445	N.A.	N.A.

4. AUTHOR(S):
Great Cities Program for School Improvement, Detroit

5. TITLE OF DOCUMENT ABSTRACTED:
The Detroit Project:
Working Toward More Effective Education

6. PUBLICATION TITLE:
N.A.

7. EDITOR(S):
N.A.

8. PLACE OF ORIGIN
Great Cities Program for School Improvement
ORG.
ST.
Detroit, Michigan
CITY, STATE

9. PUBLISHER OR SOURCE
Great Cities Program for School Improvement, Detroit, Michigan

10. VOL.	11. PAGES	12. MO./YR.	13. TOTAL PP.
N.A.	N.A.	3/62	5

TELE. EXT.
INST/LOC CODE

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TYPE OF REPORT
PROPOSAL ☐
IN-PROGRESS ☒
FINAL ☐
FOLLOW-UP ☐

OTHER ERIC REFERENCES:

ERIC SATELLITE CODE

B. INDEXING DATA

14. SUBJECT AREA

15. TYPE OF ENDEAVOR
report

16. INDEXING TERMS (6-12)

urban education	educational evaluation	sociological methodologies	
administrative problems	educational philosophies	achievement evaluation	
curriculum planning	educational purposes	Detroit Great Cities Project	
	residential segregation	Detroit, Michigan	

17. ABSTRACT (MAX. 250 WORDS)

Data from the Detroit Great Cities Project indicates an increase in student I.Q. and achievement scores and in parent participation and private agency involvement where specialized coaching and enrichment programming is taking place. Not known are the lasting effects of I.Q. and achievement increases and the degree of positive change in the aspirations of parents and of children. Currently, a comprehensive evaluation instrument is being designed by the principals of the project schools to examine progress and to plan for the future.

Of central concern is the changing role of the school, particularly in urban setting. It is held that schools and educators should play a firm role when dealing with those who support residential segregation. Programs should consider the whole child and social and economic conditions under which he lives.

When the societal factors effecting education are taken into account, it is hypothesized that social work methodologies should be utilized. The school, however, cannot be all things to all children and should concern itself primarily with academic education. Yet, it can act as a catalyst to the agencies which care for the health, recreational and spiritual activities of youth.

ERIC No.

18. SOURCE OF ABSTRACT

C. FUNDING DATA

19. SUPPORTING ORGANIZATION	20. DIVISION OR DEPT.	21. CONTRACT NO. / PROJECT NO.
	22. TOTAL COST OF PROJECT	U.S. Department of Health, Education, and Welfare Office of Education
	23. DURATION OF PROJECT	

ERIC Form 1

075

ED001445

HARVARD GRADUATE SCHOOL OF EDUCATION
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CAMBRIDGE, MASSACHUSETTS 02138

The Detroit Project

Working Toward More Effective Education

Great Cities Program for School Improvement in Areas Where Children Have Limited Backgrounds

Detroit, Michigan
March 23, 1962

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U. S. DEPARTMENT OF HEALTH, EDUCATION AND WELFARE
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The mid-point of a five-year demonstration project represents an awkward stage. Base line data have been gathered and are in the process of being analyzed and interpreted. Yet we have only subjective evidence that we have increased the competence of children, youth and adults.

We have data to indicate that IQ scores have been substantially increased in certain situations; that achievement scores have been materially affected by specialized coaching and enrichment programs; that parent participation in school and after-school programming is far beyond our expectations; that public and private agency involvement and cooperation is increasing rapidly as they come to know the objectives of the project.

We know all these things, yet we do not know, at this point in time, the lasting effect of changes in IQ and achievement, nor the degree of reinforcement of the school by parents and agencies, nor the positive change in the aspirations of parents and of children. We are providing significant service to the children and the families of our children. Only depth evaluation over a significant period of time can tell us those aspects of our program which are appropriate for movement to school areas beyond the demonstration project. We are, therefore, examining in detail such aspects as neighborhood composition, family structure, and the salient factors in administrative style all of which will be determinents in movement of the project through the city.

One activity which is being pursued at this time is the building of a comprehensive evaluation instrument to be used by the principals of the project schools as a mid-project examination of progress to date and plans for the future. This instrument should provide staff with a real opportunity to examine, without prejudice, all areas of innovation which are crucial to appropriate

change in curriculum, organization, the role of the school, the roles of administrators and specialized personnel, and the roles of project staff.

One area of concern to the Detroit Project has been the dynamically changing role of the school, particularly in urban settings. The approach which Harold Taylor propounded in his "The Whole Child: A Fresh Look" in the Saturday Review, Education Supplement of December 16, 1961 sets the framework for rethinking the role of the school.

> "The educator must go to the root of the matter, and he must deal with the whole child. The root is in the social and economic conditions in which the child exists. The educator must deal bluntly with those who support the residential segregation of the colored people and the poor. He must fight those who wish to profit in real estate at the expense of the children. He must think of education as a total process, in which the conditions of society deeply affect the child's mind, the level of his achievement, and the range of his possibilities. The curriculum, the classroom, the guidance office are instruments for dealing with one part of the child's life. But they do not and cannot function in a social vacuum.
>
> "Nor is it permissible any longer to say that the social environment of the child is not the problem of the educator, (that it belongs to city planners, social workers, economists, housing experts, or society). It belongs to everyone, but most of all to the educator. The educator is not a personnel manager, an administrator, an organization man, although his work involves organizing, managing, and administering. He is a social and intellectual leader, and he begins to exercise his leadership when he recognizes the conditions of his society and brings to bear upon them the force of a humanitarian philosophy."

If the schools and educators, then, are to play such a role, may we share with you our conceptualization of the role of the school as we visualize it in our Detroit Great Cities Project.

TRADITIONAL CONCEPT OF THE ROLE OF THE SCHOOL

School Personnel (Youth and Adult Education)

Teachers
Administrators
Specialized Personnel
- Speech Correctionist
- Visiting Teacher (School Social Workers)
- Psychologist
- Counselor
- Nurse

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World of Work -- World of Social and Academic Competence

When the societal factors which effect education are taken into account, it is hypothesized that, in addition to the traditional concept as outlined above, the Social Work methodologies should be utilized. A representation of this would be as follows:

School Personnel

(Same as Above)

Utilization of Social Work Personnel

Group Workers

Case Workers	Rehabilitation Workers	Socialization Workers	Community Organization Workers
Visiting Teacher Agencies	School-Community Behavior Project Specialized Agencies	Agencies Parks & Rec. Library Character Building Churches Health School Adult Educuation Informal Groups and Classes Enrichment and Remedial Programs Leadership Training	School-Community Agent Agencies

↘ ↓ ↙

World of Work -- World of Social and Academic Competence

If we are to prepare all youth for the world of work and for the world of social, economic, political, as well as academic competence, the school must concern itself with the social, the economic, the political world of the child. Should the school then be all things to all children? No! The school, as always must concern itself primarily with the academic education of children, yet the school is often in the best position to catalyze the activities of the agencies whose function it is to care for the health, recreational, and spiritual activities of youth. Also, the school is in the best position to perform those community organization functions which in the long run reinforce the work of the schools and enhance the leadership potential of parents, youth and children of our deprived areas.

Detroit Great Cities Project
March 23, 1962